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AND OFFICIAL ANNOUNCEMENTS.

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THE
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No. 10.

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VOL. V.

FRIEDRICH FRÖBEL'S DEVELOPING SYSTEM OF
EDUCATION.

BY KARL FRÖBEL.

[A lecture given at the opening of the School for Kindergartners in Manchester, England.]

Modern education was commenced by Comenius, early in the 17th century, was more fully indicated by Rosseau, in the 18th century, was experimentally applied by Pestalozzi, and in one sense completed in our century by Friedrich Fröbel, whose merit is by no means confined to the conversion of infant schools into infant gardens. He undertook the reform of the whole system of education. The most expressive term for this reform is the developing system of education.

It is the opinion of several propagators of the kindergarten, and also mine, that the system will be fully appreciated only by its results in primary schools. What a kindergarten has to show are happy, healthy, good-natured children; no proficiency in learning of any kind, no precocity; but just children in their normal state. The kindergarten rejects reading, writing, ciphering, spelling. But it teaches the little children to do things much more clever than those useful accomplishments. In it children under six, build, plait, fold, model, sing, act; in short, they learn, in play, to work, to construct, to invent, to relate, and speak correctly, and—what is best of all—to love each other, to be kind

to each other, to help each other. One thing more I must mention which children do learn in the kindergarten, and which comprises all their infantine accomplishments—they learn to play together, an accomplishment of the greatest moral importance to children of all ages. Play is the normal occupation of children. Sending their children to school was called by the practical Romans to send them to play. Play is work without a practical object—work with the instinctive purpose of bringing into action the innate powers of the mind. It is so natural, that we find it even in young animals. In children, however, it takes at once an intellectual turn under the guidance of the parents, and is the best preparation for, or rather the beginning of, mental culture. So, the only positive result that can be expected from the kindergarten is play.

Now the kindergarten has not only to supply proper materials and opportunities to the innate mental powers which, like leaves and blossoms in the bud, press forward and impel children to activity with so much the more energy, the better they are supplied. It has also to preserve the children from the harm of civilization, which furnishes poison as well as food, temptation, as well as salvation; and children must be kept from this trial till their mental powers have grown equal to its dangers. Much of the invisible success of the kindergarten, therefore, is negative, and consists in preventing harm. Its positive success, again, is so simple that it cannot be expected to attract more notice than, for instance, fresh air, pure water, or the merit of a physician who keeps a family in good health.

It is, therefore, in the primary school classes that the kindergarten system can first prove its advantages by successful results. The principles of the developing system, also, can be better explained and understood in their application to primary school education. It is a law of human nature, or of the human mind, that our knowledge begins, and must begin, with concrete things, with the objects around us, most of which are the most complicated productions of nature and culture. Thinking in abstractions requires matured powers of the intellect. Primary instruction is to lead children gradually and eventually to abstract thinking, not to begin with it. To force children, nevertheless, in so-called elementary schools, to learn rules, dates, names for abstractions, and for things which they cannot yet realize in their

minds, produces slavish indifference, apathy that must be forced into attention by punishments and rewards, by the excitement of competition for prizes and flattery. This is not teaching—this is cramming; and its most showy success turns out failure in the end.

The first attempts at conducting primary schools on the developing system were private, isolated, most of them transitory, after enjoying some partial success. My uncle began his private boarding-school in 1816; I was one of his first five pupils. From that time till I left the school in 1827, the establishment was in the state of chronic bankruptcy. So much for Fröbel's success in the ordinary sense of the word. Bankruptcy, however, was not enforced, out of consideration for my uncle's private character, and of the benefits that were expected from the final success of his enterprize. But in this latter respect opinions were divided. Some of the wise and prudent of this world, when speaking of Fröbel and his plans, smiled and shook their heads; others called him a queer original, others a fool. Some of us boys looked on him as a prophet.

His trust in the final success of his cause, and his conviction of its blissful consequences for the welfare of society, never faltered. He appeared to me a thoroughly religious man, full of love toward his fellow-men, and of confidence in God. He planned and erected the wooden frame of his house without possessing any money. There had been a famine in Germany, soon after the war, and Napoleon had before drained the land of money and men. Money was scarcely to be got, and provisions were still excessively dear. The wooden frame-work of the school-house was exposed for several years, before it could be covered with slate and filled in with stone. One fine day, in 1817, we were surprised by a holiday. We were allowed to go into the woods for wild strawberries, each with a piece of bread and a little basket. We might eat as many as we liked, and stay out until we were called. We liked our lessons as well as any holiday; but on that day we felt particularly happy. Evening drew near, before we heard the familiar call. We had quite forgotten our dinner, though at last we were rather hungry. When we came home we were treated to milk and nice cake, warm from the oven. A new agreeable surprise. Long afterward, I learned the reason of that holiday. There had been no bread, and no

money in the house ; nothing was to be had but milk, So the wheat that had been dearly bought for the next year's crops, had on that day been sent early to the mill, and consumed by us hungry boys, as the cake in the evening.' " To eat one's wheat in the blade " is nothing to such dire necessity. For all that, and similar difficulties, the boarding-school at Keilhau flourished more and more. To most pupils the life was a life of paradise, in spite of hardships and privations. Frœbel, though often grave, seemed happy, and so were we. The school went down, and rose again, and is now in the most flourishing condition.

The branches which Frœbel taught me were form-drawing, the laws of form, or what in German is called *Formenlehre* and lessons on objects, on language, which latter still appear in my recollection the most important lessons I ever received in my life. It was from instruction on the sense or signification of the familiar words of language, that we had to derive for ourselves the kinds and forms of words. The grammar lessons, which followed in about two years, were continued by Langethal, who also taught us Latin and Greek, very much on the Hamiltonian system. I must not forget to mention that Frœbel made us write verses and little poetical compositions, quite on the system of form-drawing. From what I witnessed in our class, I am convinced that the gift of expressing the feeling of the beautiful in ornamental forms, or in melodies and harmonies, or in imaginative, measured, euphonious language, is as general as the gift of writing affectionate letters, or as that of composing true-love letters.

I will try now to describe some results of primary teaching according to the developing method, as I enjoyed it under Frœbel's own tuition, and that of his friends who assisted him in Keilhau. To this experience I add that of my own teaching, which has been various and extensive.

But when attempting to describe the results of the developing system in primary education, I feel myself placed in a position somewhat like that of a musical performer, who, in want of his instrument or his orchestral band, undertakes to describe the effect of his performances. I could satisfy my audience better by an actual performance of the art I profess, than by a description of its possible results. I will, however, describe some tests to which, if I had a class of the same proficiency, say about

thirty boys, I would subject it with the same assurance of success.

First test.—Let the teacher be unexpectedly called from his class, and just have time to give his pupils something to do. On his return, after fifteen or twenty minutes, he will find his pupils still at work, and the class in about the same order in which he left it. If not, he is not yet master of the developing system. If he is, he might now and then leave his pupils to themselves for almost a whole lesson.

Second test.—Every one of the pupils will like to go to school, will like all his lessons, and will like learning quite as much as playing.

Third test.—All the pupils of the class will make uniform progress in every branch taught, the difference being only in the degree of cleverness,—that is, of quickness, precision, and breadth of compass of memory.

Last test.—All this will be affected without punishments or rewards, the simple expression of the teachers disapproval or satisfaction having sufficient moral power. No discipline will be required for order and attention in the lessons. Deception and lies are unknown. The moral consequences of the pupil's own actions are all the rewards or correctives required.

A school of such classes and such pupils is just a continuation of the kindergarten. The application of the same principles produces the same results; harmonious progress, and therefore a joyful, happy life. If to any my statements appear utopian or idealized, I can assure them that they are founded on facts. Let them observe the children in a good kindergarten, and they will find similar tests borne out there. Some allowance must, in both cases, be made for the wrong home influences proceeding from nurseries, and parents who do not fulfil the first commandment of Fröebel's: "Come, let us live for our children."

I have still to explain the means and principles by which primary school education can produce results that will stand, and will stand with ease, the four tests I have mentioned; (1) Order and diligence from within, not enforced by discipline from without; (2) Love of schools, lessons and learning; (3) General uniform progress of all pupils; (4) A power of conscience in the pupils, which renders all punishments and rewards from without as superfluous as they are degrading.

What renders children so happy in the kindergarten? That they learn to play, the only thing they care for after having satisfied their animal wants. What will render pupils as happy in a primary school? That they learn to learn, the next thing children care for, after they have learned to play. This latter should be the result of the kindergarten time; it should be found existing, therefore, in children at their seventh year. If childish play has been neglected, an undue wish for play will be brought into the class-room, and confusion and perversion begin, but not education. Of course, school children must, besides learning, play and work also, but not the whole day. They must learn now, and they desire to learn. So there must be a proper time for learning and for playing.

The next question of importance is, what are the young pupils to learn? Let us first ask, What do they care to learn? Many of the things for which they are commonly punished or scolded, in school and at home, for instance, drawing, humming, singing, beating or stamping time, saying little naughty things savoring of wit, humor, or irony, but which might easily be turned into poetry; inquisitive and curious questions. In all this the educator perceives that a natural bent of the young mind at that age is to give expression to the inward working of the imagination. What children are to learn first at school is, therefore, to draw, to sing, to rhyme; and, above all things, to express their own feelings of what is pleasing and beautiful, and therefore to learn to write, to note down music, to invent, to understand geometrical figures.

But with the freer exercise of the imaginative faculties, thinking has become freer. Children evidently begin to think when they begin to speak, but first only on the immediate objects about them, then, in the kindergarten time, about the imagined relations of these objects. In the seventh year, they begin to think of the images and ideas that have, in their minds, become independent of the presence of external things. This is proved by the faculty of thinking on mere geometrical form, and on the ideas of the objects which the words of the language they use express. Therefore, lessons on the laws of form, and on the kinds of objects expressed by their own language, will attract the attention of the young pupils, and do so in a most powerful degree when they are supported by work in drawing, by pictures

and models. Object lessons are, properly speaking, lessons on our ideas of objects (things and their qualities and relations.)

So we have found subjects enough for the first primary school class, that will interest the pupils quite as much as any of the playful occupations which engaged their hearts in the kindergarten. I should arrange them in the following manner for each school-day : (1) One lesson of form-drawing and of drawing and modeling geometrical figures, with explanations and combinations ; (2) One lesson of singing, writing music, and learning some musical instrument (for practising time, the drum and triangle have been found to do invaluable service) ; (3) One lesson of poetry ; or writing, reading, relating stories ; or in one foreign language, which is at once written, spoken and sung ; (4) One lesson on the objects, first of geography, with pictures, and picture-drawing ; later continued as lessons on the objects of society, or history, which, it may be observed, are all ideal, while those of geography are real ; (5) To these four daily lessons must be added one hour of instructive mechanical or industrial work ; and (6) One hour of gymnastic games and dancing. Discipline is practiced between the lessons by calisthenic exercises and drilling.

Let children up to their tenth year have these lessons, and let them be treated as beings in whom, from their very infancy, the Divine Spirit is the self-developing power, and not only the kindergarten but the primary school will be converted into an earthly paradise. Religious instruction belongs to instruction in poetry, that is, to the sublime poetry which is contained in the Psalms and throughout the whole Bible. Religion is the philosophy of the heart ; philosophy is the religion of the head—the knowledge and enjoyment of Divine truth. The heart can only be satisfied by the love or fear of a personal God, to whom we can pray and speak. In this way children must be taught Divine truth, and in this way Fröbel taught it. Religious education is more than religious instruction ; it cannot succeed without the church and the family. The boarding-school of my uncle was a religious Christian family in a wider sense.

Friedrich Fröbel, as I have already said, did not confine his ideal plan of personal culture to the kindergarten and the primary and secondary schools. For him, human happiness depended on one condition : of the full development of all the

innate faculties of every human individual. If from this it be argued that human happiness cannot be acquired in this world, the argument can certainly be supported by the fact that it has never been fully acquired in this life. But real happiness can be approached, and is so, exactly in the degree in which every one is able to realize the Divine Spirit in him, by the cultivation of all his mental or spiritual powers, or by true education. In this promise, which can be seen partly realized in the happiness which children evidently enjoy in the kindergarten, lies Friedrich Fröbel's claim to a prophetic mission. Some of my school-fellows and I were the more inclined to believe in it, as we lived in Keilhau for years a life of so much happiness that we could not wish for more; and this life was prepared for us entirely by Fröbel, and under circumstances the most difficult, indeed such as by many would have been considered causes of misery. All I wish is, that I may live to help in preparing similar happiness for thousands, for millions of children in this my adopted country.—*The Kindergarten.*

ON TEACHING SPELLING.

Combine Methods.—Teachers should make a judicious combination of the oral and written method of recitation in spelling. The oral method helps to secure correct pronunciation and awaken a lively interest, while the written method trains the eye to recognize the form of words, and is the more practical in its results.

Names of Objects.—Give pupils occasional exercise in spelling the names of objects with which they are familiar. These may be taken in classes or groups, as the names of domestic animals, the names of birds, the names of trees, the names of flowers; or they may be taken promiscuously, as the names of objects found in the parlor, seen on the way to school, or heard in passing along the street. The teacher should not, however, rely on this as a general exercise; nothing is so reliable for teaching correct word-forms as the plan of grouping according to some analogy of spelling or sound.

Geographical Names.—With the advanced classes it will be found a profitable exercise to spell both geographical and biographical names, as the capes of the United States, the names of American poets, English novelists, or American historians. The

exercise may, with a little help from the teacher, be made suggestive and exceedingly interesting.

Spelling Sentences.—Vary the spelling exercise occasionally by dictating sentences, and require the pupils to spell these. Vary the exercise by having pupils select such words as may be dictated by the teacher, and incorporate them in sentences of their own construction. Sentences may be read from newspapers or interesting books, and these be written down by the pupil. Due care should, of course, be exercised by the teacher that the pupils use capital letters and punctuation marks correctly, so far as they have been taught.

Pre-pronunciation.—In assigning the work for the next day, the teacher should pronounce the lesson for the pupils, that they may study the words understandingly. This exercise may be varied by having the pupils pronounce, while the teacher holds himself in readiness to correct any errors made. The exercise may be varied, also, particularly in primary classes, by the teacher pronouncing the words and having the pupils imitate him.

Difficult Words.—The teacher should select such words as are often misspelled, and give pupils frequent exercise in spelling these. Too much of our teaching of spelling has been valueless, because we have followed the text-book too closely in this as in other branches. Such words as neither, piece, seize, leisure, many, very, great, forty, their, there, until, fulfil, etc., among the words of every-day use, ought to receive close attention; and thus also with words not so frequently used, such as separate, beginning, director, absence, develop, and many others.

Special Words.—In assigning a lesson, the teacher should call attention to any special words which are likely to be misspelled, or which present any special difficulty. Thus, he may call the attention of pupils to the fact that preparation, for instance, is derived from prepare, and is never, therefore, "preperation," as we so often find it. Thus, also, he may show that the basis of *intention* is *intent*, while that of *intension* is *intense*. The writer succeeded in correcting the habit in a young man of spelling the word preparation with an *e* before the *r* by simply writing the word on a card and handing it to him, with the request that he would carry it in his vest-pocket for a little while. He also frequently succeeded in correcting the habit of spelling *existence*

with an *a* after the *t* by calling the attention of a class to the fact that of the two words, *existence* and *resistance*, the former begins with *e* and ends with *ence*, while the latter does not begin with *e* and ends with *ance*.

Exchanging Slates.—A great advantage arises from having pupils exchange places at the blackboard, or exchange slates in correcting work. It makes a pupil critical to observe the mistakes of others, and thus at the same time aids their own spelling. Proof-readers, the best spellers in the world, gain their efficiency largely by this process of criticism.

Syllabication.—Exercises in dividing words into syllables of which they are composed are valuable, not only in teaching pupils to divide words properly, but also in training them to observe closely the relation of different parts of words.

Groups of Words.—Some teachers oppose the use of a spelling-book. In such cases the teacher must, of course, originate a substitute. In doing so he should group the words according to some analogy, and dictate them to pupils, so that they may be copied into blank-books for future use. There is, however, great waste of time in collecting words where no book is used, and still greater waste where words are grouped without system, and the pupil compelled to study and spell at random as the words may be called from reading-lessons. The fault lies not in the spelling-book, but rather in the fact that many who use it are deficient in their methods of teaching.

Phonic Spelling.—Pupils should be required to spell words both literally and phonically. A word is spelled literally by naming the letters of which it consists in their proper order. For instance, *c-a-t* is the literal spelling of the word *cat*, while the phonic spelling of the same word would be properly represented by *k-a-t*. To say that the former, *c-a-t*, spells *see eighty*, is absurd. The mistake arises from either an ignorant or a perverse misunderstanding of the difference between literal and phonic spelling.

Pupils learn to distinguish the silent letters and the powers of the various letters much more readily by a combination of both literal and phonic spelling.

Orthography in all Branches.—One of the most effective methods of making good spellers is that of keeping the attention of pupils directed to the form of words in all branches of study. When-

ever a mistake in spelling is detected in the written work of the pupil, it matters not what the branch, it should be corrected at once. Occasional exercise should be given in connection with all branches in the correct spelling and the etymology of the various terms met with.

Paragraph Spelling.—It will be found a valuable exercise to read to pupils occasionally a whole paragraph, or even a story, with the purpose of having them copy as you read, and then exchange slates, and, as the teacher spells the words, mark the mistakes as in the ordinary recitation.

Committing all the Words.—It is a great waste of time to require pupils to commit to memory and repeat all the words of a spelling-lesson, and it is a still greater waste of energy.—*Raub's Methods of Teaching.* (*Educational Courant.*)

WHISPERING.

A CONVERSATION WITH AN OLD TEACHER.

How do you stop whispering?

I don't stop it. I regulate it.

Please tell me what methods you use.

The principal one is *interest*. I stop one fire by building another. When I see a pupil addicted to communicating, I first discover whether it is about school work or not. If it is not, I inquire of myself why he likes to talk of things outside the school-room rather than things inside; in fact, I begin a sort of self-examination as to the reason why I have failed to interest him sufficiently in his studies to lead him willingly to attend to school thoughts inside the school-house.

Do you consider yourself responsible for the interest pupils take in their studies?

If I am not, who is? My duty is not done until I can influence each pupil willingly to study his lessons. Forcing pupils to do what they don't want to do is the prime cause of criminal whispering. I say *criminal*, for I do not consider that communicating about lessons with an honest spirit of inquiry is a great crime. The fact is, it is an excellent symptom in an indifferent scholar to find him anxious to find out something concerning school work that he cannot find out for himself. Many times I

have rejoiced to find a pupil whispering about his work, for it gave evidence that his mind was *voluntarily* commencing to work. The best sign a pupil can give of progress is a spirit of inquiry. I am careful never to repress it when once it begins to be active. Frequently I have been obliged to quietly hint in a private way that he must be careful about his S's, suggesting that they are hissing sibilants. Generally this is sufficient, but if not I talk to him alone, being very careful to keep his confidence, and urge on the spirit of inquiry wakened into activity.

Some teachers seem to be more anxious to keep order and stop whispering, than rousing into action the sleeping energies of the children. Activity is the only evidence of life. A whispering, and even whistling, boy is worth a thousand times as much as a sleepy dolt who hasn't energy enough to kill a mosquito. I have seen a dull pupil so perfectly trained by a "first-class disciplinarian" (?) that he would sit for five minutes with folded hands, eyes fixed on vacuity, and let a mosquito bite him on his nose, and not dare to raise a hand to brush it off. I wouldn't give a fig for such a pupil as that, or the twentieth part of a fig for such a teacher.

A teacher has something else to do than to spend his time in continually talking about order. I have heard such an address as this at the opening of a school:—

"Now, pupils, be careful to keep very quiet to-day. I am expecting visitors, and it would disgrace us for them to see any of you whispering. Don't laugh, move very quietly, and when you are out at recess *make no noise*. Remember our motto: 'Order is heaven's first law.'"

Isn't that a good maxim? I have always been taught that it lay at the foundation of all school government.

It is the most pernicious maxim ever posted on the walls of a school-room. The thought is right, if interpreted properly, but most teachers understand it to mean that classes must move in exact military precision, and that every recitation must be guided by the law of *suppression* rather than activity and growth. The maxim should read—

"System is heaven's first law."

The worst teaching I ever saw was in a most "orderly" school. Everything moved like clock work. Each question

was asked with wonderful precision, and the answers were given with text-book certainty. There was no whispering in this school. The teacher told me that it was entirely banished. I believed her, but I wanted to say: "So is everything else worth anything." I didn't, but left her believing she was teaching the most wonderful school in the state, while the fact is *she wasn't teaching school at all.*

What would you say to young teachers about whispering?

In answering this question, I will give you some of the "points" in an address before our last county teachers' association. They will answer your question as well as I am able.

The duty of a teacher is to teach.

Good government comes through good teaching.

Disorder coming from attention to school work is easily regulated.

Disorder coming from want of attention to school work can be banished by securing interest in studies.

When it is proved that a pupil *cannot* be interested in what pertains to a school, steps should be taken to remove him from the school.

INCENTIVES are the most powerful governmental forces. The best teachers make great use of them.

All good government is self-government, both as it relates to the teacher and the pupil.—*The School Journal.*

SUGGESTIONS TO TEACHERS.

1. *Get the sympathy of your class.* If your pupils are interested in you, they can be more easily interested by you in their lessons. The love of approbation is a strong motive, if the teacher is liked by the pupils. The desire to please a kind teacher will lead to great efforts to concentrate the attention on the subject he teaches. Teachers should strive to be cheerful, kind, courteous, polite, and discriminating in all their intercourse with their pupils in and out of school, "Good mornings" are easily given, but not easily forgotten.

2. *Get the confidence of your class.* Let them see not merely that you regard the subjects you teach as of great importance, but also that you arcuse no inquiring interest whose questions you cannot

answer. Be prepared with your work. Acknowledge frankly your lack of information in regard to any question which comes up unexpectedly and which you have not before considered. If you do so your pupils will have implicit faith in you when you assume to speak definitely.

3. *Be magnetic.* It is not enough to merely attract a pupil's attention, it must be *held*. The teacher's manner has a good deal to do with holding the attention of his class. He should for the time make the pupils forget their individual personality and become one in aim and purpose with himself. How can this be done?

(1.) The teacher must understand his subject and have his lesson arranged so that he is not conscious of mental strain in teaching it.

(2.) He must believe his lesson to be important.

(3.) He must be earnest and enthusiastic, in order to stir up a corresponding zeal on the part of his pupils.

(4.) He must not be listless, cold, formal, or mechanical in his teaching.

4. *Appeal to the natural instincts of a child.* The following should be used as incentives to attention:

(1.) *Curiosity.* The desire to know, the inquisitive faculty that worries busy mothers, and, in too many homes and schools, dies from a lack of exercise and nourishment.

(2.) *Love of activity.* Mental activity gives quite as much delight to a healthy child as physical exercise. Neither affords pleasure if it degenerates into drudgery. There are few boys who appreciate very highly the privilege of digging ditches day after day. Mental ditching is more attractive to them.

(3.) *Sympathy.* This leads to unity of purpose and co-operation between teacher and pupils. They should get out of their own channels of thought and into his, for the time being. It is clear that the broader and deeper his channel is, the more easily his pupils may get into it, and the more rapid will be their progress in it.

(4.) *Love of praise.* If the pupil has the proper amount of respect for his teacher he will be very desirous of earning his approbation. Teachers should not be too sparing in their commendation of earnest efforts. Praise for honest work.

(5.) *Fear of offending.* The pupil who loves his teacher will

endeavor to avoid causing him annoyance, and will be glad to learn his lessons or give attention, if he can save his teacher pain by doing so.

(6.) Emulation. While too great a rivalry is likely to produce evil results that may outweigh the good done, it is well to use, as a motive power, as much of the spirit of emulation as will awaken increased interest and arouse to energetic work.

(7.) Appreciation of resulting benefits. As pupils grow older they should be led to take an interest in study for its ultimate aims, developing character and fitting for usefulness in the various walks of life.

5. *Think out each lesson for yourself.* Do not merely memorize lessons, or depend upon those prepared by others, however good they may be. Let the lesson become your own by a careful process of thought, let this process be repeated until it has become fixed, and your personal, magnetic power will be increased very largely. There is as much difference in the personal influence of a teacher whose lesson has been thought, and that of one whose lesson has been learned by rote, as there is between the attractiveness of an orator who speaks without notes and the man who reads his sermons or speeches.

The one teacher can give his attention to his class, and the other must attend to his lesson, lest he may forget it.

The difference in the effect produced by the two ways of teaching is much greater with children than with adults.

6. *Use the pupil's eyes.* If the interest is beginning to flag, show the pupils something. Illustrate the work in some way, even if you have to change the designed order of your lesson to make the illustration appropriate. The teacher who only *talks* to his class uses only half of his teaching power, and employs less than half of the receptive power of his pupils. It is often a good way to begin with an illustration, so as to concentrate the attention at once upon the subject in hand and drive out the thoughts which have been occupying the minds of the scholars.

7. *Give occasional rests.* Giving fixed and intense attention is an exhaustive effort. Rest does not necessarily mean cessation from effort. Relief may be given to one faculty by the exercise of another. Variety is in many cases equivalent to rest.

8. *Do not distract attention.* It is wrong to stop the work of a whole class to scold one pupil for inattention, or even to notice

his listlessness in such a way as to disconcert others. A question will be sufficient to arrest and reprove him. "Teachers themselves often distract the attention of children by the injudicious way in which they handle a subject; by importing into their lesson irrelevant matter; by mixing up information that ought to be kept distinct; by a see-saw mode of procedure; by exhibiting pictures, specimens, etc., before they are required, and by leaving them before the class after they have served their purpose."

9. *Do not be discouraged if children at first have difficulty in giving fixed attention.* It is hard work to give continued attention. The teacher should develop the power gradually at first. Currie expresses this idea well. He says: "The power of attention is the result of habit. Time must, therefore, be allowed for its growth. The first efforts exacted from the child should be gentle; one point should be presented at a time, that he may not be bewildered by multiplicity; the strain on his attention should not be long-continued; he should be relieved before he is compelled to desist from fatigue; one success will make a subsequent one easier of attainment; failure will make the next attempt more arduous."

10. *Use judgment in questioning.* The following rules concerning questioning have special reference to securing attention:

(1.) Do not ask questions in *rotation*.

(2.) Do not *point* to the pupil whom you wish to answer while asking the question.

(3.) Do not even *look* fixedly at the pupil whom you wish to answer while giving the question.

(4.) State questions to the class as a *whole*; ask one member for the answer.

(5.) Do not wait an instant for the answer when *reviewing* subjects.

(6.) Do not look steadily at the pupil who is answering.

(7.) Do not *repeat* a question to oblige those who were inattentive.

(8.) Be sure to ask questions of those who are in the *slightest degree inattentive*.—*School Bulletin*.

A NOTATION AND AN ARRANGEMENT OF GRAMMATICAL ANALYSIS.

S. P. ROBINS, LL.D.

Chapter 2nd.—The Notation of the Structure of Sentences.

A sentence, whether it be a principal proposition or a clause, whether it be an assertion, a question or a command, is divisible into a subject and a predicate. The subject is, however, seldom expressed in commands.

The subject consists of a principal word—the grammatical subject—with or without other words that define, qualify or complete its meaning—complements.

The predicate in like manner consists of a grammatical predicate with or without complements.

The grammatical subject may be a noun represented by *n*, a pronoun represented by *n_p*, an infinitive *v_i*, a gerundive *v_g*, or a noun clause represented by *cln*.

If the grammatical subject be a noun it may be completed by an article, *a*; by an adjective, *a*, or participle, *v_p*; by a noun or pronoun in the possessive case, *n'* or *n'_p*; by a noun or pronoun in apposition, indicated as above by *n* or *n_p*; by a prepositional phrase, or by an adjective clause, *cl_a*. Prepositional phrases consist of prepositions expressed, *p*, or understood (*p*) with their objects, which may be anything that can be the subject of the noun. To distinguish objects, whether of transitive verbs or of prepositions, from subjects, the former are here printed in italics; in school work it will be better to distinguish objectives by cancelling them. It must be remembered that in English the preposition is frequently suppressed before the noun and pronoun, usually before the noun clause and, at least in modern English, always before the infinitive. The forms of the prepositional phrase most frequently encountered are therefore *pn*, *pn_p*, (*p*)*n*, (*p*)*n_p*, *pv_g*, (*p*)*v_i* & (*p*) *cln*.

If the grammatical subject be a pronoun it may have any complement that the noun may take except the article.

If the grammatical subject be an infinitive or gerundive it may be completed by an adverb, *d*; by an object—noun or pronoun in the objective case, infinitive, gerundive or noun clause, *n*, *n_p*, *n_s*, *p_o*, or *cln*; by a prepositional phrase; or by another infinitive or gerundive; used after the manner of an appositive.

The grammatical predicate may be a transitive verb, an in-

transitive verb, or an attributive verb with its attribute.

The verb is represented by v , and may always be completed by an adverb, by a prepositional phrase, or by an adverbial clause, *cld*; if it be transitive it requires an object. The attribute may be any complement of a noun except the article. If the attribute be an adjective, it may be completed by an adverb, by a prepositional phrase, or by an adverbial clause; if a participle by the same complements as the adjective and, in addition, by an object.

It should be remarked that in whatever position in a sentence the noun or pronoun may fall, it may have such complements as are enumerated for it above; viz., the adjective, participle, possessive, appositive, prepositional phrase and adjective clause; also, in the case of a noun only, the article. So, too, adjectives, prepositional phrases and adverbs, in any position, may be completed by appositives, by adverbs, prepositional phrases and adverbial clauses; while verbs, participles, gerundives and infinitives may have, in addition to these complements, objects.

In using the symbols given in this chapter to note the structure of sentences, the symbols of words that have the relation of grammatical subject, verb and principal word of the attribute, should be written one under the other, and connected by a vertical double line. The symbols of words connected by conjunctions should also be written one under another, with the proper sign of connection, as given in the first chapter, between them, and should be sometimes joined by a vertical brace. The symbols of complements should follow those of the words they complete, and be connected with them by horizontal or slant single lines.

The following examples will serve to illustrate the application of the above notation, but for convenience in printing the connecting lines are all made horizontal:—

n \parallel v	Jesus wept.	n_p \parallel $v - np$ $- d$	He straitly charged them.
$n - n'_p$ \parallel v $ $ pn	His goods are in peace.	$n - n'_p$ $- n$ \parallel $v - (p)v_i - n - n'_p$	Your father Abraham rejoiced to see my day.

$n - n'_p$ \parallel $v - d$ $ $ n'_p	My doctrine is not mine.	$n - n'_p$ \parallel v $ $ a	His testimony is true.
$v_i - n_p$ \parallel v $ $ $n - a$	Whom to know is life eternal.	$n_p - v_p - n - a_r$ \parallel $v - d$ $- pn - a_r$	Seeing the multitudes he went up into a mountain.

Chapter 3rd.—The Analysis of Sentences.

The arrangement of analysis given in this chapter will be readily understood from what has gone before.

The analysis sheet should be prepared by ruling and heading as in the examples printed below.

Over the head lines write the period to be analysed, followed by its symbol as in chapter 1st. For the analysis of each proposition write in the first column its symbol, in the second column any conjunction that links it to another proposition that precedes it or to which it is a clause. In the second sub-division of the column write the symbol of the conjunction as given in chapter 1st, if it be a co-ordinating conjunction or the letters *adv*, if it be an adverbial or subordinating conjunction. In the third column write under one another, connected by perpendicular parallel lines, the grammatical subject and the grammatical predicate, each followed in the second subdivision of the column by its appropriate symbol as in chapter 2nd. If the predicate consist of an attributive verb and an attribute write these one under the other, connected also by vertical lines and followed by their proper symbols. In the fourth column write the complements of each word in the third column, one under the other, connecting them with the word they complete by lines radiating from it, and writing in the second subdivision of the column the symbol of each complement. Similarly fill the fifth column with the complements of words in the fourth, the sixth with those of the fifth and so on.

Such an analysis will exhibit every connection and mutual dependence of the words in a sentence, each line representing a rule in syntax.

A few illustrations follow, but for convenience in printing the radiating connecting lines are omitted. They can, however, be easily supplied in pencil.

Kind of Proposition.	Conjunction.	Grammatical Subject and Predicates.	Complements.	Complements.	Complements.	Complements.	Complements.
<i>p</i>		man planted	a certain vineyard	a a _r n			
<i>p</i>		man is fit	no having put and looking for kingdom	a v _p + v _p p _n	his the		
<i>p</i>	and for	I saw wrath is filled	sign the of God up	n a _r p _n d	another great and marvellous angels in heaven	plagues	the seven last

The following periods are analysed in the scheme given on the opposite page.

A certain man planted a vineyard. *p*.

No man having put his hand to the plough and looking back is fit for the Kingdom of God. *p*.

And I saw another sign in heaven, great and marvellous, seven angels having the seven last plagues; for in them is filled up the wrath of God. + *p* : *p*.

In accordance with the above scheme the infinitive phrase may be dealt with in two ways; sometimes one, sometimes the other will be the more convenient. The two ways are illustrated below. And I saw a beast rise up out of the sea. *p*ⁿ:

Kind of Proposition.	Conjunctions.	Grammatical Subjects and Predicates.	Complements.	Complements.	Complements.
<i>p</i> ⁿ	and +	I saw n _p v {	beast rise n v _i	up out of sea d p ⁿ	the a _r
<i>p</i> <i>n</i> _i	and +	I saw n _p v beast rise n v _i	cln _i up out of sea d p ⁿ	the a _r	

EDITORIAL NOTES.

Secretary of the Department of Public Instruction.—The appointment of a successor to the late Oscar Dunn in the Education Department has been engaging the attention of those interested in the educational work of the Province, and especially of our Roman Catholic friends. The importance of the position, and the great influence which the Secretary is able to exercise in the administration of our school system, has naturally made those interested anxious that a good man should be appointed. The duties and responsibilities of the position are peculiar. In order to discharge the duties in a satisfactory manner, a secretary must be familiar with the provisions of the school law of the Province in its details, its accepted interpretations and the traditions of the Education Office. He should also know the history of the more important cases and difficulties which recently engaged the attention of the Department, in order that he may deal intelligently with the work which comes before him. It is needless to say that such knowledge can only come from actual experience in the work of the Department. Any one going to the Department for the first time, must spend one or two years there before he can discharge the duties of secretary in a satisfactory manner. Fortunately, there are in the Department gentlemen who are in every way fitted for the position of secretary: gentlemen whose long experience in the work of the Department and familiarity with the Secretary's duties, would enable them to discharge the Secretary's work satisfactorily from the outset. The Roman Catholic Committee, recognizing the high qualifications of these gentlemen and their just claim to promotion, recommended, at the September meeting, M. Paul de Cazes to the Government for appointment as French Secretary of the Department of Public Instruction. This recommendation has met with general approval. M. de Cazes has been a clerk in the Department for several years, and has been Acting-Secretary for more than a year. He is a French gentleman of high literary attainments and the author of several literary works; he has taken a prominent part in the proceedings of the Royal Society. In making this recommendation, the Roman Catholic Committee have at once consulted the interests of the Education Department and recognized the claims of faithful and qualified employees

to promotion. M. de Cazes now awaits the necessary order-in-council to enter *officially* upon a work which he has, *in fact*, been discharging for many months.

Colonial and Indian Exhibition.—This exhibition is to be held in London, England, commencing the first of May next, in order to exhibit to the world at large what the colonies have accomplished. There is to be no competition from the United Kingdom nor from foreign nations; the Exhibition is to be purely Colonial and Indian. A royal commission has been issued, and His Royal Highness the Prince of Wales has been appointed President. A space of 54,000 square feet has been reserved for the Dominion of Canada by command of the President. Canadians of all parties and classes are being urged to come forward and vie with one another, on this great occasion, to put Canada in her place as the premier colony of the British Empire and to establish her proper position before the world. Each of the provinces has been requested to prepare an educational exhibit. In order to secure a satisfactory exhibit from this province, a commission has been appointed by an order-in-council of the 16th instant, composed of the Hon. Gédéon Ouimet (Superintendent), the Rev. Dr. Bégin, the Rev. Elson I. Rexford and M. Paul de Cazes, to superintend the preparation of the exhibit. The Commission met and organized; M. de Cazes was elected secretary; rules and regulations for the guidance of the Commission were adopted, and circulars, giving information concerning the preparation of the exhibit, were prepared for distribution among school inspectors, school commissioners and superior educational institutions.

This exhibition deserves the careful consideration of all the English schools of the Province. The object of the Exhibition is to bring before the notice of the British and continental public the present condition of colonial life, industrial, commercial and intellectual, and to show the advantages which the colonies can offer to intending settlers. The Dominion will be brought into competition with the other colonies and the Province of Quebec will be compared with the other Provinces of the Dominion. Every teacher should therefore take an interest in this work and co-operate with the commission in securing an educational exhibit which shall be a credit to the Province. The Roman Catholic schools of the Province have an advantage over us in reference

to exhibitions. They have a regular system for collecting and preserving specimens of pupils' work from month to month, and these specimens accumulate in large numbers in each school, and selections from these are available at any time for exhibitions. These exercises include specimens of work in Arithmetic, Algebra, Geometry, Spelling, Dictation, Composition, Drawing, Writing, in fact, all kinds of written work done by the pupils in the course of their regular school exercises. These exercises are copied by the pupils with great care and neatness into exercise books of uniform size, specially prepared for the purpose. These exercise books called "Cahier Devoirs" contain one or two hundred pages, and each pupil will fill up one or two of these during the school year, with his class exercises. They are then preserved by the teacher in the school for future exhibitions. By this means our Roman Catholic teachers give their pupils an admirable drill in neatness and accuracy of work and in the more mechanical parts of school work, and at the same time secure a large collection of the daily exercises of the pupils in convenient form for exhibitions. Now, while it is doubtful whether it is wise to devote as much time as is required by this scheme to the merely mechanical work of the schools, there are two important lessons here for our Protestant teachers. In the first place there is great need of more written work in our schools. At present there is no tendency in our Protestant Schools to dwell too much upon mechanical execution. On the contrary, our pupils are sadly deficient in that neatness of arrangement, accuracy, and rapidity, in written work which comes from constant drill in written exercises. Our teachers will do well to take a leaf from the programme of our Roman Catholic Schools, and give written work a more prominent place in the daily exercises of the school-room; and in order to encourage pupils in accuracy and neatness of work, two or three written exercises of different kinds should be given each month to be prepared with special care upon good paper of uniform size and preserved by the teacher as specimens of school work. These monthly specimens would stimulate and test the progress of the pupils and provide the teachers with abundant materials for school exhibitions. The present is a good time to begin. Our pupils require more drill in written work. Specimens of school work are required for the London Exhibition. Pupils will prepare their work with special care when they find

that it is to be sent to London for examination, and that the educational reputation of the Province depends upon the manner in which they do their work. Special sheets of paper of uniform size should be adopted for the use of all pupils doing work for the Exhibition. At present, however, all written exercise should be done upon a page or half page of foolscap. Only one side of the paper should be used and a margin of one inch should be allowed on the left-hand for binding. On the first line of each page at the left-hand, the name and age of the pupil should be given; in the middle, the name of the subject, and at the right hand the name of the municipality.

It is exceedingly important that there should be uniformity in the size and arrangement of the specimens prepared, otherwise the appearance of the exhibit as a whole will not be satisfactory. The success of the exhibit from the English schools rest with the teachers. If they undertake the work at once and with determination to succeed, we need have no fears as to the results. We are at a disadvantage as compared with the other schools of the Province, but if the time between this and the first of March next is faithfully used the exhibit will reflect credit upon our English schools.

In former exhibitions only a few of the English schools of the Province have been represented. We hope that the London Exhibit will contain specimens from every municipality in the Province. In our next number we shall refer to this subject again and give a list of exercises which may be prepared by pupils for the Exhibition. In the meantime we shall be glad to receive suggestions from teachers and others concerning the preparation of the exhibit.

NORMAL INSTITUTES.

The Central School Journal refers to the Institutes of the State of Ohio in the following terms. We trust that the Institutes of this Province have a similar successful course to run:—

“The institutes that have been held all over the country are about closed after an unusually successful experience. Successful not alone in point of numbers but in matters of management and instruction. A retrospective glance over the work of this season and that of former years will show many new features and improvements in old ones. Perhaps no more important change is to be noted than in the character of the work performed nowadays. Our institutes have outgrown their infancy and are in the vigor of growing and promising youth.

“Following this development of our institute work has been the development of a better quality and system of work on the part of the great mass of teachers, and it requires no very close scrutiny to see the intimate connection and mutual dependency

of the two. As the teachers have improved in work it has been possible to do a higher class of work in the institute, which in its turn has reacted upon the profession to the advantage of all its members. We are ceasing to be elementary, and we are rapidly falling away from the crudity of much of our early work. Instead of going to the institute solely to obtain a knowledge of the subjects taught in its curriculum the teachers go to obtain by study and discussion the best methods of presenting the various branches to their classes. They no longer go to learn geography or square root, but rather the best ways to *teach* geography and square root. To be sure this new order of affairs implies a higher grade of intelligence, it presupposes good previous training in the subjects as a foundation, and calls for the very best teachers in the ranks as instructors. What an advance, and what a hopeful sign of the healthy progressive development that is constantly at work among our teachers. More and more we believe that our institutes will become what they should be—schools of method. We can name half a dozen institutes in as many states where the work is so superior that the very best teachers are glad to enroll themselves—where the work is normal in the true sense of the word. The great benefit that accrues to the public school system from this improved work is too well known to need any mention. Suffice it to say that a large per cent. of the improvements made in teaching during the past six years has been due to the work done in these associations of teachers. Institutes are no longer either ignored or sneered at by those who are out of sympathy with any form of progress. They have fairly won their way by their own merit, and demand and receive recognition as a most important and vital element in the system of education. They have a definite position and a high work.

“Every year this work embraces a wider field. Every year the quality of this work improves, and every year they raise a higher standard for the teacher to attain.”

BOOK NOTICES.

A Brief History of the United States. A. S. Barnes & Co., New York. Price \$1.25. This is a school history of the United States. In point of binding, maps, illustrations and general mechanical work, this is one of the best school books we have seen. In addition to fourteen historical maps, over sixty illustrations of superior character, and eighteen portraits of historical characters add very much to the value of the work. The history is written in a very attractive style; the classification and arrangement of the historical facts are very good. The author has endeavored to state only those important events in the history which every American citizen should know, and to tell them in such a way as to arouse the pupils interest and inspire enthusiasm for the study. Every one who examines the book must acknowledge that the author has succeeded in his efforts.

Elements of Geometry and Trigonometry from A. M. Legendre, by Charles Davies. Revised by Howard Van Amringe, A. M. Ph.D. A. S. Barnes & Co., New York. Price \$1.85.—This is a careful revision of the favorite and well known work of the late Dr. Davies. Obscure passages have been cleared up, practical exercises have been added, and the discussions and general treatment have been made to conform in every particular with the latest and best methods.

A Handbook of Poetics for Students of English Verse, by Francis B. Gummere, Ph.D. Ginn & Company, Boston. Price \$1.10.—This is a concise and systematic statement of the principles of poetry, under the heads of subject matter, style and metre, the author puts the student in possession of a definite and compact knowledge of the science of poetry. Now that the study of poetry is so common in our secondary schools, this little book will prove very timely and useful.

Riverside Literature Series, Lais. A Pastoral of Norway, by Bayard Taylor. Price 15 cents, from Dawson Bros., Montreal. This is No. 16 of the above attractive fifteen cent series. It contains a very good cut of the author, with biographical sketch and notes on the poem.

Milk Analysis and Infant Feeding, by Arthur V. Meigs, M.D., P. Blakiston Son & Co., Philadelphia, from Dawson Brothers, Montreal. This is an elaborate discussion of the much vexed question of infant feeding. The author endeavors to settle the question of the composition of human milk, and thence proceeds to suggest improvements in the methods of infant feeding.

Watts on the Mind.—Edited by Dr. S. N. Fellows. *New York: A. S. Barnes & Co.* Dr. Fellows of the Iowa University has prepared a fine edition of this old and standard book. To say anything in praise of the famous work would be superfluous. Its merits are known to everyone. Too much, however, cannot be said in favor of the careful and judicious arrangement of the editor. The original matter is untouched, some parts have been omitted, a careful analysis has been given and there has been a general re-casting of the work. It should find a place on every teacher's desk.

A Shorter Course in Rhetoric, by C. W. Barden. A. S. Barnes, New York. Price \$1.25.—This is a condensation of the author's Complete System of Rhetoric which appeared in 1884, and was so favorably received in all the literary and educational journals on this continent and in England. This edition is intended as a work of ready reference and for students. It is interesting, concise, and treats of a larger range of subjects than is generally included in such works. It cannot fail to be a favorite work for the class-room and for private reading and reference. Every teacher and student of English should have a copy.

OFFICIAL NOTICES.

The Lieutenant-Governor in Council has been pleased:—by an order-in-council dated 9th September, 1885, to detach lots 26, 27 and 28 in the 4th range of Litchfield, and half lot No. 25 in the same range, lot 28 in 5th range, and half lot No. 3 in 1st range, also half lot No. 1 in 1st range, from the municipality of Litchfield, county of Pontiac, and to annex the same to the school municipality of Clarendon, county of Pontiac, for school purposes.

By an order-in-council, dated 19th September last (1885), to detach lots 26, 27 and 28 of the 6th range, in St. Victor de Tring, county of Beauce, and the north-west quarter of lot 25, lots 26, 27 and 28 of the 7th range, and 27 and 28 of the 8th range, in St. Ephrem de Tring, same county, and annex them for school purposes to the municipality of Sacré Cœur de Jésus, also in the county of Beauce.

By an order-in-council, dated 19th September last (1885), to order, 1st, that the town of Salaberry de Valleyfield, in the county of Beauharnois, shall form a distinct municipality for school purposes, under the name of "Town of Salaberry de Valleyfield;" 2nd, that the remainder of the parish shall form a municipality under the name of "Sto.-Cécile."

By an order-in-council of the 3rd October, 1885, to appoint George Talhurst school trustee for St. Laurent, county of Quebec, *vice* Thomas Caughtry. (No. 42.)

By an order-in-council of the 16th October, (1885), to appoint Herbert F. Hunt, Mathew Brown and Archibold Ferguson trustees for the municipality of Beauport Co., Quebec.

By an order-in-council of the 22nd October (1885), to appoint John Bignell, Joseph Morton and William Harding trustees for the municipality of St. Roch (North) Co., Quebec; and also Joseph Rodger and William Adams trustees for the municipality of West Wickham, Co. Drummond.

CIRCULARS OF THE COMMISSION CHARGED WITH THE PREPARATION OF A SCHOLASTIC EXHIBITION FOR THE COLONIAL INDIAN EXHIBITION TO BE HELD IN LONDON, MAY, 1886.

To the Universities, Colleges, Normal Schools, High Schools, Academics, and other institutions of Superior Education, and the Elementary Schools, subsidized and non-subsidized.

QUEBEC, 26th October, 1885.

CIRCULAR No. 1.

In view of the Colonial and Indian Exhibition which is to be held in London next spring, the Hon. Sir Charles Tupper, the representative of Canada in England, has invited the Education Departments of the several provinces of the Dominion to make the preparations necessary to enable them to participate in this exhibition. Upon the receipt of an official communication expressing the views of the Government in reference to the exhibition, the Roman Catholic and Protestant Committees of the Council of Public Instruction, the former at a meeting on the 23rd September, and the latter on the 9th of the same month, decided that the necessary steps should be taken to enable our educational institutions—elementary and superior—to take a creditable position at this great inter-colonial exhibition. Accordingly, the Government of the Province, by resolution of the 16th instant, appointed a special commission composed of the Honorable Gédéon Ouimet, Superintendent of Public Instruction, the Rev. Dr. Bégin, Principal of the Laval Normal School, the Rev. Elson I. Rexford, Secretary of the Department of Public Instruction, and M. Paul de Cazes, to superintend the preparation of the scholastic exhibition of the Province of Quebec in London. Therefore, as President of this Commission and as Superintendent of Public Instruction, I now ask for the hearty support of all the educational institutions of this Province, Roman Catholic and Protestant, to maintain the honorable position which they obtained at the last two Universal Exhibitions at Paris. It is the intention of the Department to give a detailed account of our educational system, and it is important that the excellence and efficiency of the system should be proved by the practical results obtained in its application. I therefore invite each institution, whatever may be its rank in our educational system, to prepare with care whatever will tend to give a correct idea of the state of education in the province. By uniting our efforts we shall succeed, I am convinced, in maintaining, if not in surpassing the credible position which we have already gained elsewhere in this intellectual contest in which we are about to take part.

CIRCULAR No. 2.

In order to enable you to respond in as satisfactory manner as possible to the invitation which has been addressed to you to participate in the Colonial and Indian Exhibition to which the enclosed circular refers, I have the honor to communicate to you a resolution of the Commission charged with the preparation of this exhibition. At a meeting of this Commission held on the 19th October instant, at which there were present, the Hon. Gédéon Ouimet, the Rev. Dr. Bégin, the Rev. Elson I. Rexford and M. Paul de Cazes, it was resolved, that in order to secure a greater uniformity in the selection of materials to be displayed at the Colonial and Indian Exhibition, the institutions of superior education and the elementary schools be requested to send as far as they are able:—

- 1st. A photographic view of the building accompanied by a historical sketch of the institution.
- 2nd. Anything that is peculiar to the institution in the way of school books and school apparatus.
- 3rd. Copies or specimens of scientific or literary works prepared or published by the professors or pupils of the institution.
- 4th. Specimens of daily exercises of the pupils, in writing, drawing, arithmetic, history, geography, needle-work, tapestry, etc., etc.

As it is important that the specimens of penmanship prepared by the pupils for this exhibition should be written upon good paper of uniform size, the Commission requests that the specimens from the French schools should be prepared in the series of Copy Books of the Christian Brothers, or in that of J. A. Langlais, Bookseller, Quebec, and that the specimens of writing from the English schools should be prepared in Gage's Series of Copy Books. I may add that all the specimens prepared for the Exhibition should be forwarded to the Department of Public Instruction before the first of March next.

CIRCULAR No. 3.—TO SCHOOL INSPECTORS.

Sirs,—I have the honor to enclose herewith two circulars which I am sending to our educational institutions, elementary and superior, in reference to the Colonial and Indian Exhibition to be held in London next spring. You are requested to use every effort to have the wishes, which the Government and the two committees of the Council of Public Instruction have expressed in reference to this matter, carried out with all possible faithfulness. Your special attention is directed to the resolution of the Commission charged with the preparation of the exhibition of this Province, contained in Circular No. 2, and you are requested to do your utmost to make the School Commissioners and Trustees of your inspectorate understand the important influence which the results of this scholastic exhibition will have upon our province.

CIRCULAR No. 4.—TO SCHOOL COMMISSIONERS AND TRUSTEES.

Sirs,—I have the honor to direct your attention to two circulars enclosed herewith. In the first I have stated that it is the desire of Government and of the two committees of the Council of Public Instruction that all the educational institutions of the Province elementary and superior—should take part in the Colonial and Indian Exhibition about to be held in London. In the second I have indicated the principal objects which should form part of this exhibition. To this, particularly, I desire to direct your attention and especially to the subject of copy-books which should be the same for all the schools of each municipality. It is not necessary for me to point out the great importance which you should attach to the results of this exhibition, in which a jury composed of specialists in educational matters will report upon the efficiency of our school system.—I have the honour to be, Sirs, your obedient servant,

GÉDÉON OUIMET,

Superintendent of Public Instruction and President of the Commission,

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